

**UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS**

Curso de Especialização em Inglês – CEI

**WHAT IS SUCCESS FOR YOU?
English Teaching Material**

Adriana Maria das Graças Nunes de Oliveira Picoli

**Belo Horizonte
2016**

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WHAT IS SUCCESS FOR YOU?

English Teaching Material

Trabalho de Conclusão de curso apresentado junto a UFMG
– FALE – CEI, como um dos requisitos para a obtenção do
título de especialista.

Belo Horizonte

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Universidade Federal de Minas Gerais
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Contemporâneas

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO DE Adriana Maria G.N. de Oliveira, matrícula 2013710482.

Às 14:30 horas do dia 14 de setembro de 2016, reuniu-se, na sala 4007 da Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Ensino de Inglês: Abordagens Contemporâneas, para julgar, em exame final, o trabalho intitulado WHAT IS SUCCESS FOR YOU? English Teaching Material, como requisito final para obtenção do Grau de Especialista em Ensino de Inglês: Abordagens Contemporâneas. Abrindo a sessão, a Presidente da Comissão, Prof(a) Dr(a) Junia de Carvalho Fidélis Braga, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à candidata para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da candidata e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Junia de Carvalho Fidélis Braga, indicou a aprovação do(a) candidato(a);

Prof(a). Estevão Carvalho Batista, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA, que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 14 de setembro de 2016^{*}

Junia de Carvalho Fidélis Braga
Estevão Carvalho Batista

O trabalho atende aos requisitos do CEI

Marisa M. Carneiro

Prof(a). Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Inglês
Faculdade de Letras/UFMG

Resumo

Nesta monografia de Especialização, os tópicos de cada unidade foram selecionados com precisão para fornecer aos alunos oportunidades de explorar problemas familiares que muitas pessoas enfrentam em suas vidas diárias. As habilidades de comunicação adquiridas estão ligadas aos temas básicos e criam situações e cenários que incentivam os alunos a interagir e discutir ideias da mesma forma que fariam no mundo real para o aprendizado da língua inglesa. O conteúdo das unidades é derivado de textos autênticos possibilitando que os alunos aprendam também de forma indutiva e mais autônoma. As unidades são divididas em diferentes seções de modo a organizar e formalizar um processo de aprendizagem consistente.

Palavras-chaves: produto educacional de ensino em inglês, unidades temáticas, English Teaching Material

Abstract

In this academic work, the topics in each unit have been precisely selected to provide students with opportunities to explore family issues that many people face in their daily lives. The communication skills acquired are linked to the basic themes and create situations and scenarios that encourage students to interact and discuss ideas in the same way they would in the real world for learning the English language. The content of the units is derived from authentic texts enabling students to learn in an inductive and more autonomous way as well. Units are divided into different sections in order to organize and formalize a consistent learning process.

Key-words: English teaching educational product, thematic units, English Teaching Material

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Introduction

Primarily, I would like to thank you professors, I am very grateful for those who have given me the opportunity to develop my linguistic skills in a continuous process of learning. My experience in teaching English has been leading me in a much more commendable life. From the very beginning, I realized I had a long but fruitful way to go through in my professional life.

First, as a child I had the opportunity to help my youngest brother, who needed help at school, so my mother sent him to a private teacher. There were many other students to help at that little private school, the teacher was pregnant, so while I was waiting for my brother I started to offer her my assistance. I was only eight years old, and I strongly believe that I have started to be the teacher I have been being at that time.

Second, later as an English student I noticed that I could make a difference helping my classmates to understand what was not enjoyable for them. Before long I decided to be a teacher! But something intrigued me, to be a teacher of ... I loved literature, history and English. Then I thought, what could make me more delighted? Either to know and to teach about life through literature and history, which would have been very interesting, or to search for meaningful knowledge and share it through the universal language, English. Well, when I came across to the answer of that question it was easy to make a decision, so here I am!

Third, I have noticed the necessity of continual improvement, and then last year I started to find the answers to my questions in this specialization course, where I could listen for the first time about Critical Literacy. We could discuss about the power of reading and writing beyond the ability to read and write, we learned to consider the choice of genre as an indispensable part to a significant teaching of a real language. For that reason in this work the genre is showed with authentic texts that communicates with real English that native speakers really use.

These two units have been organized in a way that students will practice the abilities of listening, speaking, reading and writing while learning about: pieces of clothing, garments, physical and personal characteristics and good behavior concepts. The subjects of the units were chosen by relevance of which attracts the attention of young people and makes them think about

true human values.

Each unit is divided in eight sections as followed:

Let's get the ball rolling: this section can be used as a warm-up as well as provide students with relevant background information and key vocabulary that will assist them in better understanding the lesson.

Practice makes perfect: pre-teach vocabulary do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new vocabulary. This allows students to master the basic form and use it first.

Lend me your ears: activities in which students make inference about the characters' actions, feelings and motivations, or state their own opinions about topic in the video.

Don't bite your tongue: students focus on more detailed meaning by watching and listening for specific information to complete the tasks.

Let's think about it: the follow-up speaking activities encourage students to extend and personalize information by voicing their opinions or carrying out communicative tasks.

Hit the books: In this section students exam and practice the particular language structures and functions presented in the text.

Grammar in use: This section reflects the structural and functional focus of a particular unit as presented in the text.

Speak louder than words: promotes more personalized practice, reinforce the vocabulary and grammar in the unit.

This material has been developed for students at regular schools whose age range from 12 to 15 years old and with basic level of proficiency in English. It has been conceived without commercial purposes and cannot be reproduced without previous consent from the author.

Finally, to be given the chance to improve my academic knowledge with this group of impeccable professors has made one of my dreams come true. Thank you!

Unit 1

"What is success for you?"

Let's get the ball rolling!

1. Take a look at these pictures:

http://www.terra.com/mujer/fotos/el_estilo_de_michelle_obama/11547



<http://motion-live.blog.cz/0802/bono-fotesky>



What are they famous for?



<http://www.vipado.com.br/coraiozo/>



<http://www.zeleb.es/n/gisele-bundchen-se-despide-emocionada-donde-todo-comenzo->

1. Let's talk about them:

- a) Who are they? _____
- b) What are they wearing _____
- c) They are good looking people. How about reading about them and finding out something besides beauty! Match the information with the person:
1. He has spoken about his faith saying, "Life only makes sense when our highest ideal is to serve **Christ!**"^[197] He reportedly also **tithes** (10%) his income to his church and has named **Kaká** as his religious role model.^[198] Each year, he organizes a charity match with fellow Brazilian footballer **Nenê** in Nenê's hometown of **Jundiaí**, with the purpose of raising food for needy families.^[199] . <https://www.wikipedia.org/>
 2. He was granted an honorary **knighthood** by **Elizabeth II** of the United Kingdom for "his services to the music industry and for his humanitarian work", and has been made a **Commandeur** of the French **Ordre des Arts et des Lettres** (Order of Arts and Letters). Together with **Bill** and **Melinda Gates**, He was named **Time Person of the Year** in 2005,^{[17][20][21]} among other awards and nominations. <https://www.wikipedia.org/>
 3. She is an American lawyer, writer, and **First Lady of the United States**. She is married to the **44th** and current President of the United States, **Barack Obama**, and is the first **African-American First Lady**. <https://www.wikipedia.org/>
 4. She donated \$150,000 to Brazil's **Zero Hunger** program. She designed a limited necklace edition for **Harper's Bazaar**, crafted by jewelers **Gumuchian Fils**. These necklaces were sold to raise money for **St. Jude Children's Research Hospital**. She has helped raise money for cancer research and treatment,^[151] victims of **Hurricane Katrina**. She opened **The Luz Foundation** in 2007, a grant-making organization advocating the empowerment of young girls. She donates a percentage of her earnings to help with their projects. <https://www.wikipedia.org/>

() Gisele Bundchen

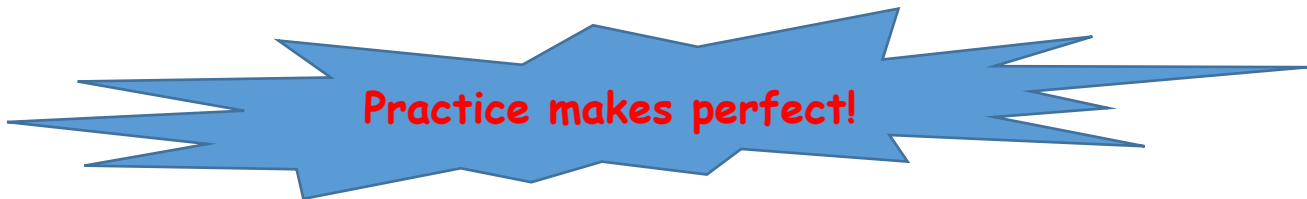
() Neymar

() Bono Vox

() Michelle Obama

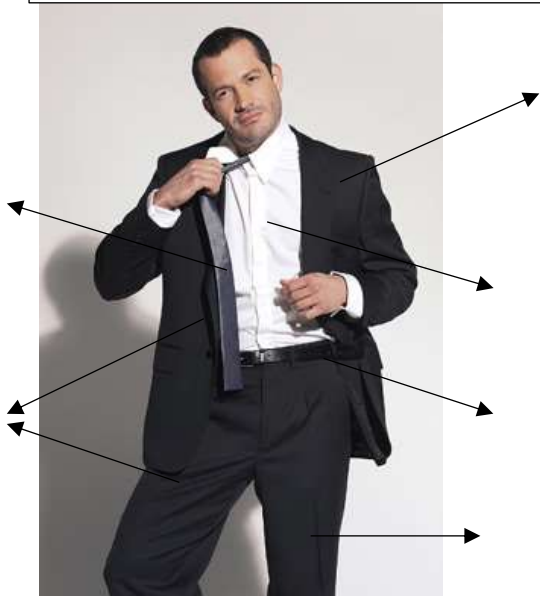
d) What are you wearing now?

e) What are you doing now?



1. Label the pictures using the words from the box

1 jacket - 2 suit - 3 floral dress - 4 tie - 5 bracelet - 6 earrings - 7 shirt - 8 belt - 9 high heeled shoe - 10 pants - 11 rings



<http://www.insoonia.com/cat-monday-malvino-salvador/>

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



<http://www.r7.com/#404>

7. _____
8. _____
9. _____
10. _____
11. _____

2. What are they wearing?



What is she wearing?

She is wearing a _____



What is she wearing?

She _____



What is he wearing?

He _____

_____.



What is he wearing?



What is Homer wearing?

(Islcollective.com)



What is he wearing?



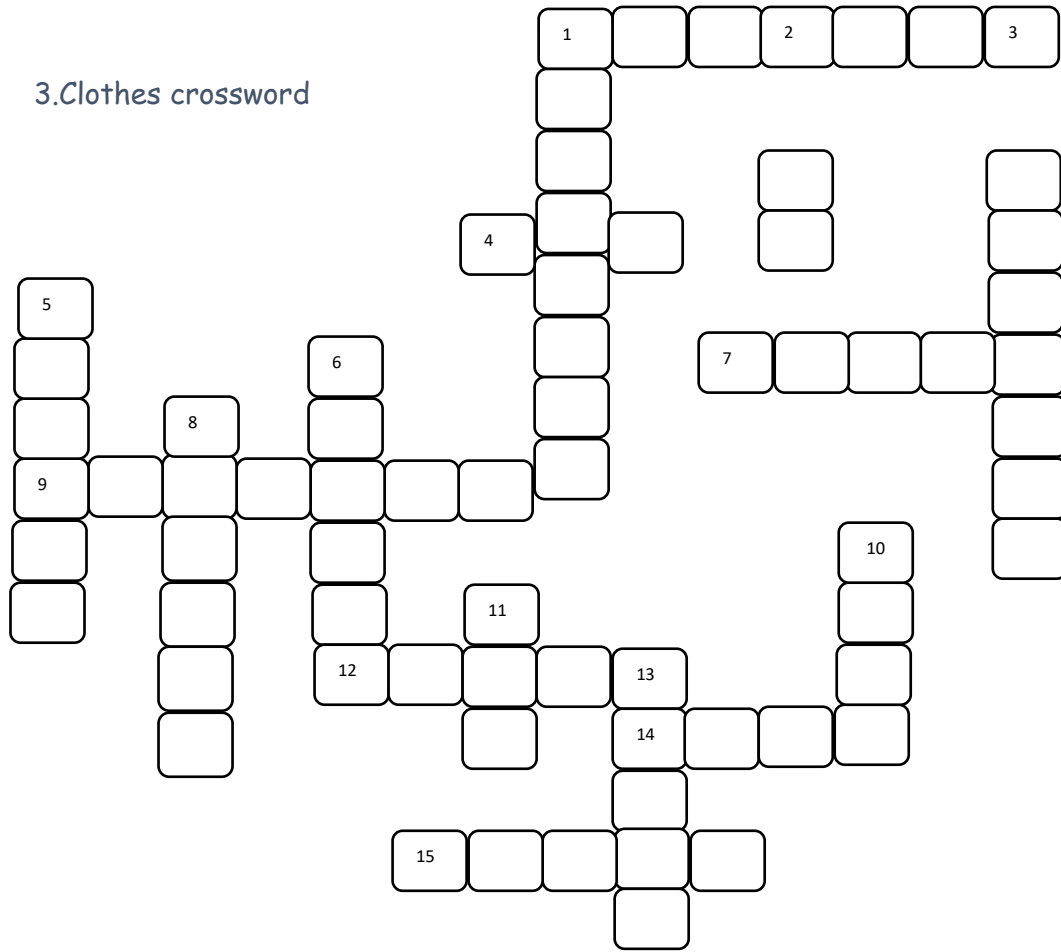
What is Lisa wearing?



What is Marge wearing?

(Islcollective.com)

3.Clothes crossword



Lend me your ears!



1. What the video and complete the sentences according to it with the given words:

swimming trunks - black jeans- khaki pants and brown shoes- a bikini- a black t-shirt - a gray cap - a white shirt - sun glasses and a black coat - a black and blue jeans - a red tie and a blue suit - a blue dress - a black tuxedo - a pink skirt - beige hat.

What are people wearing?

- a) What are they wearing? They're wearing _____
- b) What is he wearing? He's wearing _____
- c) What is she wearing? She's wearing _____
- d) What is he wearing? He's wearing _____
- e) What is he wearing? He's wearing _____
- f) What is she wearing? She's wearing _____
- g) What is she wearing? She's wearing _____
- h) What is he wearing? He's wearing _____
- i) What is he wearing? He's wearing _____
- j) What is she wearing? She's wearing _____
- k) What is he wearing? He's wearing _____
- l) What is she wearing? She's wearing _____
- m) What is he wearing? He's wearing _____

2. Listen, repeat and check your answers.

Don't bite your tongue!

1. /ŋ/ sound



Listen and practice the / ŋ / sound in the following words.

working - wearing

feeding - talking

starving- responding

Write the **-ing** form of the verbs.

sleep: _____

think: _____

work: _____

listen: _____

write: _____

study: _____

Let's think about it!

- a) Do you worry about your physical appearance and the way you get dressed more than the way you act or behave?
- b) How can we make a difference?
- c) Personal appearance has to do with success... What is success for you?

Hit the books!

1. Watch the video and answer:



Available at <https://www.youtube.com/watch?v=Nq3ihsrpdeQ> – Accessed on July 10, 2016

- Who is he? _____
- Is he a successful person? _____. Why? _____
- What is he talking about? _____

2. Now, listen to the video for the second time: Complete the text according to the video. Use the given words:

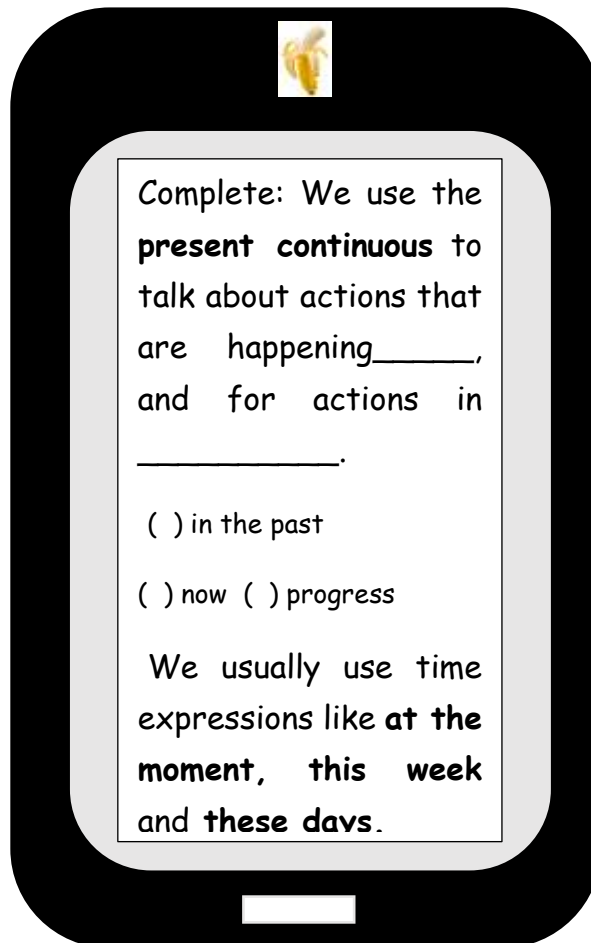
Getting - Working - unfolding

Banderas: Across the Horn of Africa, the worst food crisis in the world is _____
Banderas: Rocked conflict and high food prices have left people _____
Banderas: Starving hundreds of thousands have left their homes _____
Banderas: Working for weeks in search of food more than _____
Banderas: 12 million people are in desperate need _____
Banderas: And the numbers grow by the day the United Nations is _____ to save lives
Banderas: Help people get back on their feet we are also working to make sure _____
Banderas: The next time a crisis like these hits people are better prepared to cope _____
Banderas: So life from not lost and they can keep making a living _____
Banderas: As a goodwill ambassador for the United Nations Development Program _____
Banderas: I am _____ involved hope _____
Banderas: You do the same responding now _____

Banderas: We can make a difference



Grammar in use!



Complete: We use the **present continuous** to talk about actions that are happening _____, and for actions in _____.

() in the past

() now () progress

We usually use time expressions like **at the moment, this week** and **these days**.

1. Let's talk about good behavior! Are these people doing the right thing?



<http://nepo.com.br/2015/03/13/nunca-diga-que-alguem-esta-errado/certo-ou-errado/>

a) He is right. He is helping his opponent



<http://trivela.uol.com.br/etoo-da-licao-de-gentileza-ao-amarrar-chuteiras-do-goleiro-adversario/>

(help / his opponent)

b) He is wrong. He is not helping his opponent



<http://cidadeverde.com/noticias/27016/cabecada-de-zidane-na-copa-06-rende-idenizacao-a-materazzi>

(help / his opponent)

c) _____



<http://gentilezagergentileza.openbrasil.org/>

(carry / the athlete)

d) _____



<http://globoesporte.globo.com/olimpiadas/noticia/2012/05/ex-padre-que-tirou-ouro-de-vanderlei-cordeiro-sera-escoltado->

(carry / the athlete)

e) _____



http://www.em.com.br/app/noticia/gerais/2015/08/27/interna_gerais_682329/sinal-aberto-para-gentileza.shtml

(cross / at the crosswalk)

f) _____



http://acritica.uol.com.br/manaus/Pedestres-multados-indenizacao-motorista-Manaus-Amazonas-Amazonia_0_669533075.html

(cross / at the crosswalk)



2. Read the cartoon and check the correct answer:

a) What is unusual in this picture?

- The police officers are looking around
- There is a man walking on the wire

b) Is the police officer shocked?

- No, he is not
- yes, he is.

c) Showing off means:

- Being reserved
- Trying to impress

Teacher's Guide!

UNIT 1: "WHAT IS SUCCESS FOR YOU?"



- Have students work in pairs or in small groups and get them to discuss the questions proposed. Give them 4 to 5 minutes to carry this discussion on. Get students to present their ideas in a class conference.
- Help them with the new vocabulary.
- Write on the board if necessary.
- Give little information about people in this section.
- Ask them to look for more information and bring to next class.
- Answers: a) They are Gisele , Michelle Obama, Bono Vox and Neymar. b) They are: soccer player, model, lawyer and writer, and a singer.

- Make them think and talk about what really matters in our life.
- Give them information about the character of each person, make them compare and discuss what really matters in our lives.
- Compare their answers orally.
- Answers: (4) (1)
(2) (3)



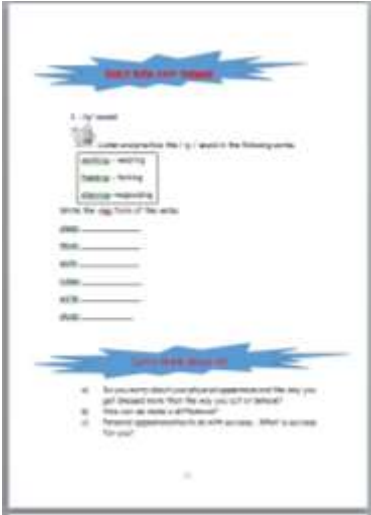
- Students talk about clothes, what they are wearing in this picture.
- Let them write the vocabulary in order. They have just to follow the arrows.





- Play the video once.
- Play twice, give the students time to copy and correct the exercises orally.

- Tell them to notice the sound of ING listening to the Antonio Bandeira's video once.
- Learn to sound natural.
- Listen again and complete the exercise:
- Sleeping – thinking- working –





- Play the video once.
- Make sure they could understand the passage.
- Play twice, correct the exercises.
1
- a) He is Antonio Bandeiros. b) yes, he is. Why? Personal. c) He is talking about Africa.
2 unfolding-working-getting



- Summarize the grammar points let them infer at this point.
- Present examples from the text.
- Provide controlled grammar practice in realistic contexts. (What are they wearing, and the cartoon)
- Complete the chart: NOW / PROGRESS.

- Right or wrong exercise:
- c) She is right she is carrying her opponent. d) He is wrong. He is carrying the athlete. e) He is right he is crossing at the crosswalk. f) She is wrong she is not crossing at the crosswalk.

- What are they doing?. Answer: a) There is a man acting not normal. b) No, he is not. C) Showing off is: a person who acts pretentiously. Read the images of the cartoon with the students; give them information.





- The text of the lesson provides a model writing sample.
- Develop in your students skills in writing different texts.
- Put them in group of four to have this activity done.

Unit 2

"To be or not to be!"

Let's get the ball rolling!

1. What are they like?

- | | | |
|------------------------------------|---------------------------------|------------------------------------|
| <input type="checkbox"/> handsome | <input type="checkbox"/> ugly | <input type="checkbox"/> funny |
| <input type="checkbox"/> beautiful | <input type="checkbox"/> thin | <input type="checkbox"/> serious |
| <input type="checkbox"/> tall | <input type="checkbox"/> famous | <input type="checkbox"/> likeable |
| <input type="checkbox"/> short | <input type="checkbox"/> fat | <input type="checkbox"/> talkative |

<http://modaxmake.blogspot.com.br/2011/06/dicas-oprah-winfrey.html?>



<http://www.destaknewsbrasil.com.br/2008/01/paulo-zulu-arranca-gritinhos-da-platia.html>



<https://newyork.jollypeople.com/2009/04/>



<http://claudiabassaboutique.com.br/beleza/c-annes-2015-famosas-investem-em-penteado->

Let's think about it!

1. In pairs answer:

- a) What is your friend like? _____
- b) Are you tall? _____
- c) Who is talkative in class? _____
- d) Who is shy in class? _____

Practice makes perfect!

1. Match the pictures with the new words:

- a) Hourglass() rectangle() triangle() wedge() oval()

1

2

3

4

5



<http://www.corporatefashionista.com/discover-how-to-dress-your-body-type-once-and-for-all/>

c) ()Oval ()Rectanglo() Inverted Trianglo () Trianglo()Rhomboid

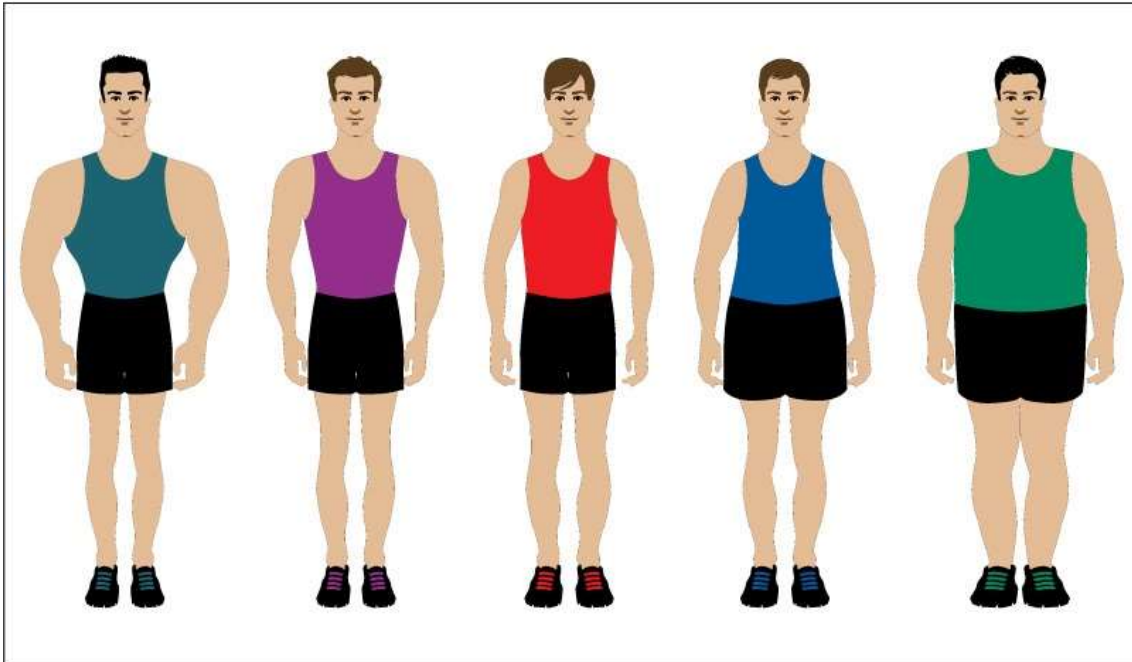
1

2

3

4

5























<https://www.google.com.br/search?q=body+type+for+male&espv>

b)What is your body shape?_____

2. Take a look at the new vocabulary and complete the picture of emoticons items.

Enraged - funny - scared - reliable
Crazy - disappointed - sad - joyful
Curious - happy - insecure - seasick
Nerd - lovely - angry - cute
Hurt - shy - nervous - calm

1					<hr/> <hr/> <hr/> <hr/> <hr/>
2					
3					
4					
5					

<http://www.maxwell.vrac.puc->

b) Describe your personality?

3. Complete the chart with words.

* Pretty	* Serious	* Tall	* Thin
* Handsome	* Shy	* Friendly	* Exciting
* Good-looking	* Short	* Heavy	* Awesome

Personality

Appearance

Don't bite your tongue!



1. Watch the video with Cariana Fragoso from, (www.englishinbrazil.com.br) teaching the different sounds of /th/.
2. Practice repeating the sequence of the given words after listening the video:

θ = Thank, nothing, everything, North, mouth, birth, thousand

ð = mother, breath, this, that, these, those, leather, though, neither, brother, father

Both of us/ with attention/ clothes/ cloth/

Thomas/ Thames

3. **Let's practice!** Tongue Twister: Are you ready?

1. I thought a thought. But the thought I thought wasn't the thought I thought I thought.
2. Three thin thieves thought a thousand thoughts. Now if three thin thieves thought a thousand thoughts how many thoughts did each thief think?
3. The thirty-three thankful thieves thought that they thanked the other thirty-three thankful thieves throughout Thursday.
4. They threw three thick things.
5. Is this the thing? - Yes, this is the thing.



1. Watch the video clip with no sound. Write down five words that come to your mind while watching the video. What do you think this song is about?

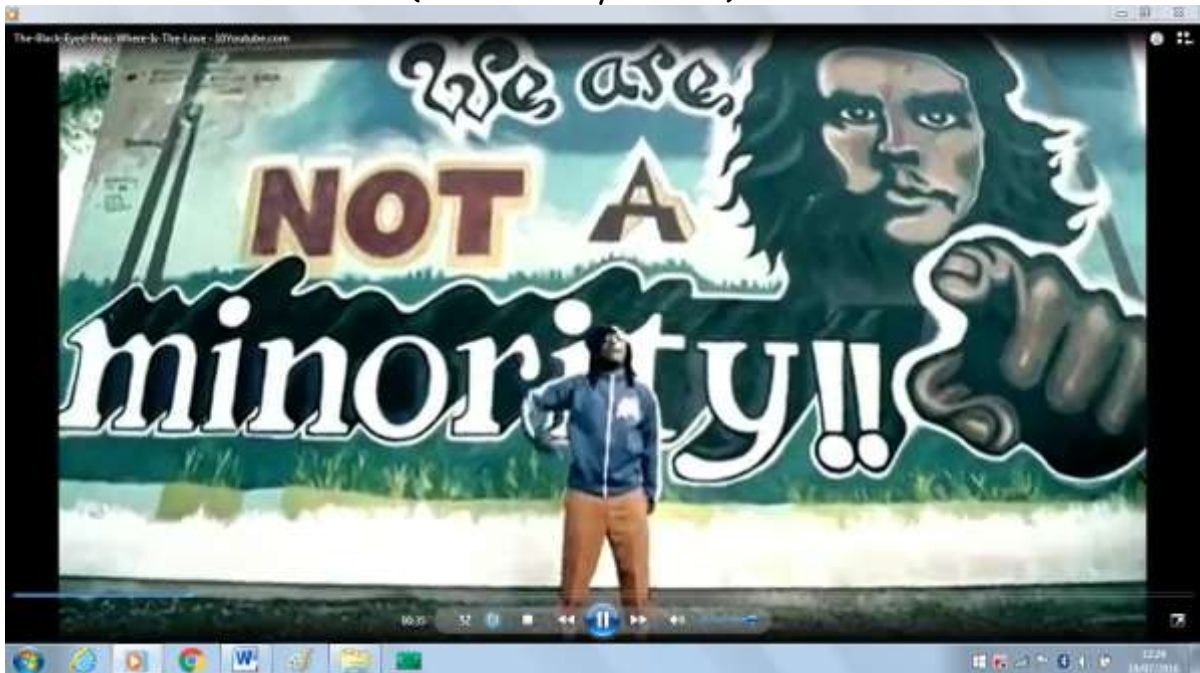
2. Sit in pairs. Now watch the video clip and compare your answers.

a) Underline the words in the song that show us the sounds of TH.

b) Listen to the lyrics of the song. Write down five positive words and five negative words. Is the song more optimistic or pessimistic?

c) Listen to the song and sing along.

Where is the love? (The Black Eyed Peas)



Available at <https://www.youtube.com/watch?v=WpYeekQkAdc> Accessed on July 10, 2016

What's wrong with the world,
mama. People livin' like they ain't
got no mamas. I think the whole
world addicted to the drama. Only
attracted to things that'll bring
you trauma.

Overseas, yeah, we try to stop
terrorism. But we still got
terrorists here livin' In the Usa,
the big Cia The Bloods and The
Crips and the Kkk. But if you only
have love for your own race. Then
you only leave space to discriminate
And to discriminate only generates
hate. And when you hate then
you're bound to get irate, yeah.
Badness is what you demonstrate
And that's exactly how anger
works and operates. Nigga, you

gotta have love just to set it
straight. Take control of your mind
and meditate. Let your soul
gravitate to the love, y'all, y'all
People killing, people dying
Children hurt and you hear them
crying. Can you practice what you
preach? And would you turn the
other cheek.

Father, Father, Father help us
send us some guidance from above
'Cause people got me, got me
questioning
Where is the love (Love)
Where is the love (The love)
Where is the love (The love)
Where is the love (The love)
The love, the love (The love)

Hit the books!

a) Do you believe that we can change the world? Give one example?

b) Can you think about one thing that could change at school?

c) Read the following texts:



<http://www.dailymail.co.uk/news/article-2757484/Congress-scrutinizes-Obama-military-strategy.html>



<http://exame.abril.com.br/mundo/noticias/violencia-policial-contra-negros-gera-protestos-nos-eua>

Change your words.
Change your world.

http://www.qq.com.au/success/opinions/australian-supremacists-get-it-wrong-wrong_7



<http://opusteno.rs/zanimljive-i-smesne-slike-f135/zanimljive-i-smesne-slike-kompila>



http://www.qq.com.au/success/opinions/australian-supremacists-get-it-wrong-wrong_7

1. The signs above show people protesting about various problems.
Check (✓) only the items you can identify on the signs.

- | | |
|---------------------------------|-----------------------------------------|
| () crime on the internet | () saying no to wars and conflicts |
| () freedom of expression | () violence against women |
| () children's rights | () animal rights |
| () better wages | () violence in schools |
| () protecting nature | () women's right |
| () saving the planet | |
| () saying no to corruption | |
| | |
| () saying no to racism | |

2. Take the sentences from the previous exercise and write them in the correct chart.

DOs		
Respect	you	classmates.

DON'Ts		
Don't say bad words.		

Grammar in use!

We use imperatives to give instructions.

For the affirmative imperative, we use the base form of the verb.

Forget it! Wait!

We form the negative imperative with don't and the base form of the verb.

_____ forget! _____ wait!

1. Complete the imperatives with the words below.

don't forget don't stay learn meet play come

1 _____ interesting new people!

2 _____ new rollerblading tricks!

3 _____ to our club!

4 _____ at home!

5 _____ basketball and get fit!

6 _____ our website!

7 _____ to tell your friends!

Teacher's Guide!

UNIT 2: "TO BE OR NOT TO BE"

- Expand the vocabulary of the Unit topic.
- Promote opportunities to consolidate new languages in a creative and fun way.
- Provide fluency with communicative activities.



- Promote fluency with communicative activities such as discussions, and information gaps.
- Provide structured speaking practice.
- 1 - Free answers.
- Exercise 1 – hourglass 2- triangle 3- wedge 4- oval 5- rectangle.
- a) personal answer.
- Exercise 1 – inverted triangle 2- Rhomboid 3- rectangle 4- triangle 5- oval
- a) personal answer.



- More vocabulary in a fun and creative way. The columns are in order, answers: 1- funny – scared – reliable – enraged. 2- disappointed – joyful – sad – crazy. 3- happy – seasick – insecure – curious. 4- lovely – cute – angry – nerd. 5- Shy – calm – nervous – hurt. a) Personal answer.



- Practice with the students to develop in them skills in listening to correct spelling.
- TH sound is one of the most challenged sounds of the English language, So let's practice the words after the speaker and follow the given list. Then play with them making a kind of challenger between them repeating each sentence of exercise 3.

- Providing models as examples of writing, protesting and advising people, It is a way of using the grammar without been told.
- The imperative form is going to be practiced in a real situation making them think about what is going on in the real world.
- Exercise 1. Personal answer.



- Exercise 1 and 2. Personal answer.
- Sumarize grammar points.
- Control grammar to be practiced in realistic context.
- Provide freer, more personalized speaking practice.



- Let them brainstorm ideas of what to protest, fight and advising for?
- Free writing.

RATIONELE

The topic of each unit was accurately selected to provide the students opportunities to explore familiar problems that many people confront in their everyday lives. The communication skills acquired are linked to the basic themes, and create situation and scenarios that encourage the students to interact and discuss ideas just as they might in the real world. The content of units is derived from the texts; making it possible for the students to also learn inductively and in a more autonomous way. Moreover, the entire lesson is based on the concepts learned from the researchers we have studied. The units are divided into different sections so as to consistently organize and formalize the learning process.

The term of Literacy and its skills has been extensively discussed in this work. The “invention” of literacy (expression inspired by the title of the book by Bernard Lashire, 1999) is at least curious that the occurrence of this phenomenon happen in the same historical moment in geographic, social and culturally distant societies. In the mid-1980s, the invention of literacy in Brazil, Illettrisme in France, literacia in Portugal, literacy in the United States and England had simultaneous root with the need to recognize and name the social practices of reading and writing in more advanced and complex way.

Critical literacy aims to include the individual in the world. However, to effectively become part of the globalized contemporary society and act into it, the learner should have access to different types and dimensions of the language of the current technological era (MATTOS 2010). Thus, the citizen to be formed can flow through the different languages, visual, digital, multicultural and criticism.

Seeking to mitigate this gap, the United Nations Educational, Scientific and Cultural Organization (UNESCO), focus on four pillars for education in contemporary societies, learn to know, to do, to live with others and learn to be. This knowledge is beyond the mere acquisition of information since that includes human and social development of the individual (National Curriculum Parameters - PCN, 1998, p.23).

We aim to raise the actual contributions of critical literacy in teacher education which has result in the student life. Additionally, we teachers need to seek how critical literacy may also contribute to the development of the citizen. If there are failures, we have to search where they are, why they persist and what are the possible links to overcome these challenges. In this work the Critical Literacy will base all the theoretical framework of the discussion and the content of the units.

The relevance to discuss, reflects and contributes to the education issue and this is understandable. Education is the driving force of a society, an important element in the fight against social differences, promoting the discovery of identities and their social roles. When we return to the educational issue that has featured in the official documents, which is recognized as essential for social changes, there is the importance of tireless discussions, scientific papers and reports of experiences that seek the formation of individuals with a social conscience, creativity, open to new knowledge.

PCNs recognize the complexity of educational practice and seek to help teachers in their task to take the responsibility and importance in the formation of the Brazilian people process. The set of propositions expressed by PCNs, responds to the need, in order to ensure that, cultural, regional, ethnic, religious and political diversity, can decisively act in education in the process of building citizenship, targeting the ideal of a growing equality of rights among citizens, based on democratic principles.

The OCEM is a publication that serves as a tool to support the teacher's reflection to be used in favor of learning. It is expected that the guidelines in this document is utilized as a stimulus to review teaching practices in search of better education. For that reason, materials like this present work are important to help teachers with their work in the classroom.

Thus the interest in studying, learning and reflecting on how the Critical Literacy can influence and therefore actually modify materials and the teaching practices is needed to encourage discussion and contribution to real change.

First, Soares (2004) proposes an interlaced study of literacy and read and write system, and its concepts and problems in order to identify their evolution over the past two decades explicit in her work the inseparability of these two processes - literacy and read and write system, in both theoretical perspective and from the perspective of teaching practice the writing system, trying to not separate them, but recognize the levels of understanding each term clearly has for the professional that intend to guide his or her work by the way of critical literacy, because as we can see, the power of reading and writing beyond the ability to read and write.

Perry (2012) agrees with Soares on the critical view of the sociocultural perspective. For her, sociocultural perspectives on literacy includes several theories, socio-cultural and cognitive, focusing in countless ways on how people use literacy in

context and include a strong emphasis on this individual relationship of power. These theories have important differences and many of them are not very clear in the literacy field, achieving a comprehensive view, criticism, focusing on three main perspectives: 1 - Literacy as a social practice, 2 – Multliteracy and 3 - Critical Literacy.

It must make clear that critical literacy is not a set of methods and techniques for use in the classroom as a new recipe for teaching and learning about the dichotomy between method and technique. Richards and Rodgers (1986) report that method is the level where the theory is put into practice and that the content will be presented, and technique is the level at which the classroom procedures are described. Another point that meets the Critical Literacy is the participation of the teacher consciously in the choice of genre to be addressed in the classroom, contributing or not to effective communication based on critical literacy. There is a need to stress here the importance of working with authentic texts as it can be seen in this entire work, the teacher has the opportunity to work with authenticity that is engaged with the concerns of critical formation of the citizen and of himself or herself as a professional.

About this matter, Hyland (2002) gives information that in recent decades the gender approaches have had a considerable impact on how people understand speech and transformation of literacy / literacy in different contexts around the world. This paper analyzes the main orientations of the recent literature in areas, speech and literacy, showing how the concept of genre is beginning to offer for applied linguistics socially informed theory of language and an authoritarian pedagogy based on research on texts and contexts.

In terms of description language, Hyland (2002) describes recent studies that seek to develop our understanding of the general integrity and variation, the paths that genres are seen as similar and different in terms of their internal structures and processes as social systems. This work focuses on contexts, lexical-grammatical feature and rhetorical patterns of genres. In terms of education, the work considers the approaches of gender central issues of language and critical literacy teaching and the ways that genre is applied in classrooms. In terms of applicability This work considers the choice of genre as an indispensable part to a significant education promoting real education Languages committed to critical literacy, observing in order to verify the validity of the ways that genre runs in the classroom.

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